

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

## Unit 4

Working safely in sport, exercise,  
health and leisure

A/507/4455

Guided learning hours: 90

Version 4 - revised November 2020

changes indicated by black line

## **LEVEL 3**

### **UNIT 4: Working safely in sport, exercise, health and leisure**

**A/507/4455**

**Guided learning hours: 90**

**Essential resources required for this unit: none**

**This unit is externally assessed by an OCR set and marked examination.**

#### **UNIT AIM**

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Whether you are a coach, fitness instructor or leisure centre manager, being able to maintain a high level of safety is essential for a successful career. Identifying emergency procedures that may arise, and being able to deal with them will give you the skills to deal with such situations.

Throughout the unit you will gain an understanding of key safety requirements to be able to ensure your own, and your clients' safety. Topics include: understanding key health and safety legislations, knowing how to administer emergency first aid, understanding roles, responsibilities and reporting duties in safeguarding children and vulnerable adults and finally, knowledge of key health and safety documents, including how to carry out risk assessments.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades. Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- a direct question will not be asked about unit content which follows an e.g.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Understand emergency procedures in sport, exercise, health and leisure	1.1 Types of emergencies that may occur in sport, exercise, health and leisure, i.e. <ul style="list-style-type: none"> <li>• accidents</li> <li>• fire</li> <li>• missing person</li> <li>• chemical or gas leak</li> <li>• power cuts</li> <li>• suspected bomb</li> </ul> 1.2 Types of environment that emergencies may occur in sport, exercise, health and leisure, i.e. <ul style="list-style-type: none"> <li>• sports hall/indoor sports courts</li> <li>• gym/fitness suite</li> <li>• swimming pool</li> <li>• changing rooms</li> <li>• playing fields/outdoor sports courts</li> <li>• communal areas (e.g. café, reception, park)</li> <li>• leisure centre/multi-sport facility</li> </ul>	For all elements of this LO, sport, exercise, health and leisure scenarios (based on the environments listed under 1.2 and 3.2) may be used in question papers to assess learners' ability to apply their knowledge and understanding in relevant contexts and settings.  1.1 and 1.2 Learners need to be familiar with different types of emergencies in the context of sport, exercise, leisure and health industry settings and so link 1.1 and 1.2 content.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>1.3 Different roles and responsibilities involved in dealing with emergencies, i.e.</p> <ul style="list-style-type: none"> <li>• staff, i.e. <ul style="list-style-type: none"> <li>○ instructor/coach (e.g. contacting emergency services, evacuating the area)</li> <li>○ first aider (e.g. administering first aid, preventing further harm)</li> <li>○ lifeguard (e.g. clearing the pool, administering CPR)</li> <li>○ receptionist (e.g. directing emergency services, making a PA announcement)</li> <li>○ manager (e.g. coordinating staff)</li> </ul> </li> <li>• emergency services, i.e. <ul style="list-style-type: none"> <li>○ ambulance service/paramedic</li> <li>○ police</li> <li>○ fire service</li> </ul> </li> </ul>	<p>1.3 Learners need to understand and be able to explain key roles listed (e.g. Lifeguard – clear the pool, check changing rooms etc. fire service - people being trapped, floods, chemical spillage etc.)</p>
	<p>1.4 Emergency procedures, i.e.</p> <ul style="list-style-type: none"> <li>• evacuation procedures, i.e. <ul style="list-style-type: none"> <li>○ depending on environment and type of emergency (e.g. location of fire exits, meeting points)</li> <li>○ needs of specific populations (e.g. children, disabled, older people)</li> </ul> </li> <li>• allocation of staff responsibilities (e.g. designated first aiders, fire officers, lifeguard, roles during evacuation procedures)</li> <li>• emergency reporting and recording, i.e. <ul style="list-style-type: none"> <li>○ methods (e.g. fire logs, first aid report books, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR))</li> <li>○ contacting appropriate personnel (e.g. line manager, emergency services, parent or guardian, significant others)</li> </ul> </li> </ul>	<p>1.4 Learners need to be able to apply knowledge of emergency procedures and safety to the types of emergencies and roles covered in 1.1 and 1.2.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>2. Understand health and safety requirements in sport, exercise, health and leisure</p>	<p>2.1 Health and safety legislation in sport, exercise, health and leisure, i.e.</p> <ul style="list-style-type: none"> <li>• Health and Safety Executive (HSE), i.e. <ul style="list-style-type: none"> <li>○ employer’s responsibilities (e.g. Public Liability insurance)</li> <li>○ employee responsibilities</li> <li>○ fire safety</li> </ul> </li> <li>• Equality Act 2010 i.e. <ul style="list-style-type: none"> <li>○ access</li> <li>○ facilities</li> <li>○ staff training</li> </ul> </li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), i.e. <ul style="list-style-type: none"> <li>○ what must be reported</li> <li>○ types of reportable incidents</li> <li>○ recording requirements</li> <li>○ manual handling</li> <li>○ equal opportunities (EOPS)</li> </ul> </li> <li>• Data Protection Act 1998</li> <li>• Disclosure and Barring Service (DBS)</li> <li>• Control Of Substances Hazardous to Health (COSHH) Regulations 2002</li> </ul> <p>2.2 Duty of care, i.e.</p> <ul style="list-style-type: none"> <li>• definition of the term ‘duty of care’,</li> <li>• legal and ethical responsibilities when leading activities</li> <li>• the potential areas of maltreatment (e.g. users under-16, changing rooms)</li> <li>• how to protect children/vulnerable adults</li> <li>• equal treatment of special population groups (e.g. under-16s, over 50s, disabled, antenatal and postnatal women)</li> </ul>	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>2.3 Typical roles of individuals responsible for health and safety in a sport, exercise, health or leisure organisation, i.e.</p> <ul style="list-style-type: none"> <li>• manager</li> <li>• health and safety officer</li> <li>• first aider</li> <li>• fire officer</li> <li>• coach/instructor</li> <li>• lifeguard</li> <li>• receptionist</li> </ul> <p>2.4 Types of security procedures that may apply in a sport, exercise, health and leisure setting, i.e.</p> <ul style="list-style-type: none"> <li>• membership</li> <li>• monitoring of entrance</li> <li>• vetting procedures for staff</li> <li>• record security</li> <li>• valuable storage</li> <li>• CCTV</li> </ul> <p>2.5 Key health and safety documents that are relevant in sport, exercise, health and leisure, i.e.</p> <ul style="list-style-type: none"> <li>• risk assessment forms</li> <li>• incident/accident report forms</li> <li>• up-to-date maintenance and service records</li> <li>• evacuation procedures</li> </ul>	
<p>3 Understand how to minimise risk in sport, exercise, health and leisure</p>	<p>3.1 Possible hazards in sport, exercise, health and leisure, i.e.</p> <ul style="list-style-type: none"> <li>• environmental (e.g. slip or trip hazards, faulty equipment)</li> <li>• biological (e.g. waste, infection)</li> <li>• chemical (e.g. cleaning materials)</li> <li>• psychological (e.g. stress, fatigue)</li> </ul>	<p>For all elements of this LO, sport, exercise, health and leisure scenarios (based on the environments listed under 1.2 and 3.2) may be used in question papers to assess learners' ability to apply their knowledge and understanding in relevant contexts and settings.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>3.2 Types of environment in which hazards may occur in sport, exercise, leisure and health, i.e.</p> <ul style="list-style-type: none"> <li>• sports hall</li> <li>• gym/fitness suite</li> <li>• swimming pool</li> <li>• changing rooms</li> <li>• playing fields</li> <li>• communal areas (e.g. café, reception)</li> <li>• leisure centre/multi-sport facility</li> </ul> <p>3.3 Risk assessments, i.e.</p> <ul style="list-style-type: none"> <li>• different types of risk assessments (e.g. generic, site, dynamic)</li> <li>• five steps to risk assessment (e.g. identify hazard, identify those at risk, evaluate risk and decide on control measures, record findings and implement them, review and update assessment)</li> <li>• control measures (e.g. auditory controls, visual controls, physical controls, procedural controls)</li> </ul> <p>3.4 Ways to minimise risk, i.e.</p> <ul style="list-style-type: none"> <li>• have clear health and safety policies and procedures</li> <li>• keep health and safety and emergency procedures up to date</li> <li>• staff training and supervision (e.g. handling and lifting equipment correctly; dealing with chemicals/hazardous materials correctly)</li> <li>• display health and safety signs/information clearly</li> <li>• deal with potential hazards promptly</li> <li>• risk assessments</li> <li>• process for staff and customer feedback</li> <li>• appropriate use of Personal Protective Equipment (PPE)</li> <li>• keep areas clean and well maintained (e.g. regular cleaning of floors, lighting all working)</li> </ul>	<p>Approaches to minimising and managing risk in the sport, exercise, health and leisure need to be understood with reference to the procedures and requirements studied in LO1 and LO2.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>3.5 Key documentation, i.e.</p> <ul style="list-style-type: none"> <li>• incident/accident report forms</li> <li>• first aid book</li> <li>• maintenance and service records</li> <li>• evacuation procedures</li> </ul> <p>3.6 Roles and responsibilities in risk management, i.e.</p> <ul style="list-style-type: none"> <li>• manager (e.g. staff training, supervision, replacing faulty equipment)</li> <li>• health and safety officer (e.g. risk assessments, communicating updates, updating policies and procedures)</li> <li>• first aider (e.g. monitoring first aid supplies/equipment, updating contact details)</li> <li>• fire officer (e.g. monitoring of evacuation routes, checking fire doors clear and unobstructed)</li> <li>• coach/instructor (e.g. risk assessing own activity/performance area/equipment)</li> <li>• lifeguard (e.g. monitoring hazards/risks/behaviour at poolside)</li> <li>• receptionist (e.g. ensuring accurate records of who is in the building)</li> </ul>	
4 Know first aid requirements for sport, exercise, health and leisure	<p>4.1 The Requirements of the Health and Safety (First Aid) Regulations 1981, i.e.</p> <ul style="list-style-type: none"> <li>• provision for first aid</li> <li>• needs assessment</li> <li>• appointed person to take charge of first aid arrangements</li> <li>• information for employees about first aid arrangements</li> </ul>	

Learning outcomes	Teaching content	Exemplification
<b>The Learner will:</b>	<b>Learners must be taught:</b>	
	<p>4.2 The role and responsibilities of the first aider, i.e.</p> <ul style="list-style-type: none"> <li>• prevent further danger to yourself, others, and assist the injured person</li> <li>• do not provide medical aid</li> <li>• prevent the patient's condition becoming worse</li> <li>• prevent delay in the recovery of the patient</li> <li>• prevent harmful intervention</li> </ul> <p>4.3 Emergency First Aid at Work, i.e.</p> <ul style="list-style-type: none"> <li>• the importance of preventing cross infection</li> <li>• the need for recording incidents and actions</li> <li>• use available equipment</li> <li>• assess the situation and circumstances in order to act safely, promptly and effectively in an emergency</li> <li>• administer first aid to a casualty who is unconscious (including seizure)</li> <li>• administer cardiopulmonary resuscitation</li> <li>• administer first aid to a casualty who is choking</li> <li>• administer first aid to a casualty who is wounded and bleeding</li> <li>• administer first aid to a casualty who is suffering from shock</li> <li>• provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters)</li> </ul>	<p>For 4.2 and 4.3, sport, exercise, health and leisure scenarios (based on the environments listed under 1.2 and 3.2) may be used in question papers to assess learners' ability to apply their knowledge to relevant contexts and settings.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>4.4 Minimum requirements for contents of a first aid box, (HSE), i.e.</p> <ul style="list-style-type: none"> <li>• leaflet giving general guidance on first aid</li> <li>• 20 individually wrapped sterile plasters (of assorted sizes), appropriate to the type of work (you can provide hypoallergenic plasters if necessary)</li> <li>• two sterile eye pads</li> <li>• four individually wrapped triangular bandages, preferably sterile</li> <li>• six safety pins</li> <li>• two large, individually wrapped, sterile, unmedicated wound dressings</li> <li>• six medium-sized, individually wrapped, sterile, unmedicated wound dressings</li> <li>• at least three pairs of disposable gloves</li> </ul>	
<p>5 Know how to safeguard children and vulnerable adults in sport, exercise, health and leisure</p>	<p>5.1 Meaning of safeguarding children and vulnerable Adults, i.e.</p> <ul style="list-style-type: none"> <li>• protecting from maltreatment</li> <li>• preventing impairment of health and development</li> <li>• ensuring provision of safe and effective care</li> </ul> <p>5.2 Protecting self and staff against allegations of abuse (e.g. ensure appropriate staffing ratios (e.g. avoid one to one))</p> <p>5.3 Safeguarding requirements, i.e.</p> <ul style="list-style-type: none"> <li>• effective recruitment and selection of staff</li> <li>• effective training and support for staff</li> <li>• clear lines of accountability</li> <li>• arrangements to share information with other organisations</li> <li>• clear safeguarding policies</li> <li>• designated safeguarding lead</li> <li>• adherence to legislation (e.g. the Mental Capacity Act 2005, The Children Act 1989 and 2004)</li> </ul>	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>5.4 Types of abuse, i.e.</p> <ul style="list-style-type: none"> <li>• physical (e.g. hitting, throwing, overtraining, deliberately drowning)</li> <li>• emotional (e.g. bullying, pressure to perform, name-calling)</li> <li>• neglect (e.g. using unsafe equipment, lack of supervision)</li> <li>• sexual (e.g. forcing or enticing a person to take part in sexual activities, encouraging people to behave in sexually inappropriate way)</li> </ul> <p>5.5 Signs of abuse, i.e.</p> <ul style="list-style-type: none"> <li>• physical (e.g. recurrent injuries, refusal to undress for exercise)</li> <li>• emotional (e.g. becoming introverted, development of speech impediments, overly aggressive)</li> <li>• neglect (e.g. lack of energy, poor personal hygiene)</li> <li>• sexual (e.g. mood swings, inappropriate sexual behaviour)</li> </ul> <p>5.6 Dealing with suspected abuse, i.e.</p> <ul style="list-style-type: none"> <li>• talk to the child or vulnerable adult</li> <li>• talk to others who know the child or vulnerable adult</li> <li>• follow safeguarding procedures</li> <li>• reporting to appropriate personnel/authorities (e.g. social services, emergency services)</li> </ul> <p>5.7 Organisations involved in safeguarding children and vulnerable adults (e.g. Child Protection in Sport Unit (CPSU), social services, NGBs (e.g. specific safeguarding procedures))</p>	

## LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

<b>LO1</b>	20-30%
<b>LO2</b>	20-30 %
<b>LO3</b>	20-30%
<b>LO4</b>	10-20%
<b>LO5</b>	10-20%

## ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set, written examination paper, worth a maximum of 70 marks and 1 hour 30 minutes in duration.

Learners should study health and safety, first aid, emergency procedures, safeguarding and the roles and responsibilities of different members of staff within the taught content in the context of a range of sport, exercise, health and leisure environments. Exam papers for this unit will use scenarios of different sports and activities as the focus for some questions; however it is not a requirement of this unit for learners to have any detailed prior knowledge or understanding of particular sports or activities used. Questions will provide sufficient product information to be used, applied and interpreted in relation to the taught content. During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

During the assessment of this unit, learners will benefit from using learning from the following units and Learning Outcomes:

- Unit 2, Sports coaching and activity leadership – LO1 Know the roles and responsibilities of sports coaches and leaders; LO4 Be able to plan sports and activity sessions and LO5 Be able to prepare sports and activity environments
- Unit 3, Sports organisation and development – LO1 Understand how sport in the UK is organised

Questions worth a total of 7 marks in each assessment will have a synoptic link to content from Unit 2 or 3.

- Unit 7, Improving fitness for sport and physical activity – LO2 Be able to plan fitness programmes
- Unit 8, Organisation of sports events – LO2 Know the different roles and responsibilities involved in the planning and delivery of sports events; LO3 Be able to plan and promote a sports event and LO4 Be able to participate in the delivery of a sports event
- Unit 11, Physical activity for specific groups- LO4 Be able to plan physical activity sessions for specific groups
- Unit 13, Health and fitness testing for sport and exercise – LO3 Be able to plan a fitness testing session
- Unit 14, Working in active leisure facilities – LO3 Be able to complete daily cleaning and tidying operations in active leisure and LO4 Be able to set up and take down equipment in active leisure
- Unit 16, Working with swimming pools – LO1 Understand the role of the lifeguard, their accountabilities and the impact of law and regulations; LO2 Understand different types and details of swimming pools, including features, hazards and control measures and LO3 Understand people, task and activity hazards and related control measures
- Unit 17, Sports injuries and rehabilitation – LO2 Understand how to minimise the risk of sports injuries and LO3 Understand how to respond to acute sports injuries when they occur

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in all of the specialist pathways.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience at a leisure centre or job shadow a Health and Safety Officer for a sports club to see how they manage health and safety requirements.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could undertake a professional First Aid course or qualification led by St John's Ambulance or The Red Cross for example.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Health and Safety Officers, Safeguarding Officers, First Aid practitioners or Duty Managers could deliver guest lectures on health and safety, safeguarding or first aid requirements
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

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